

Understanding Afghanistan Immigration through Data-Based Documents

DIRECTIONS:

Each chart will show you factual information or opinions related to immigration. Look carefully at each chart, graph, table or cartoon, and then answer the questions.

DOCUMENT ONE



Evaluate the above political cartoon by Mike Keefe and consider the message behind it.

1. What seems to be growing in a "bumper crop" in Afghanistan?

2. Why are the Taliban growing bigger than the poppies?

3. What is the cartoonist's message about the relationship between growing opium poppies and the Taliban?

4. Based on your reading of *Shooting Kabul*, which crop was more dangerous for Fadi's family? Give a textual example to support your answer.

DOCUMENT TWO

In Pakistan, Portraits Of Afghan Children Show Toll Of Refugee Situation

Publisher: The Associated Press

Story date: 28/01/2014

Language: English

ISLAMABAD (AP) — For more than three decades, Pakistan has been home to one of the world's largest refugee communities: hundreds of thousands of Afghans who have fled the repeated wars and fighting in their country.

Since the 2001 U.S.-led invasion of Afghanistan, some 3.8 million have returned home, according to the United Nations' refugee agency. But nearly 1.6 million registered Afghan refugees remain in Pakistan, with roughly another million living here illegally.

Whole generations of Afghan children have been born and raised in Pakistan, often living in poverty and uncertainty. Awal Gul, 12, lives in a slum on the outskirts of the capital, Islamabad. He's never gone to school and instead works as a day laborer at a nearby vegetable market. He dreams of becoming a famous cricket player and representing his homeland.

"My land is in Afghanistan, and we have nothing in Pakistan," he said.

The Afghan population in Pakistan is the legacy of Afghanistan's repeated conflicts. Millions streamed across the border after the Soviet invasion of Afghanistan in 1979, the start of a decade-long war against the occupation. After the Soviets pulled out, the country was torn apart by fighting between warlords, and more Afghans fled. When the Taliban rose to power in 1996, their strict form of Sunni Islam further terrorized the population.

Most of the refugees can't fathom returning to Afghanistan. They may feel like outsiders in Pakistan, but they say their homeland is still too violent and desperately poor.

But many Pakistanis are growing frustrated with the toll they say the refugee population is taking on their country, and pressure is mounting on the government to send them back. The Afghans are perceived as bringing crime and terrorism to Pakistan and have a hard time finding jobs or sending their children to school.



▼ Details

In this Friday, Jan. 24, 2014 photo, Afghan refugee girl, Laiba Hazrat, 6, poses for a picture, while playing with other children in a slum on the outskirts of Islamabad.

Evaluate the news article from the Associated Press and photograph taken by Muhammed Muheisen.

1. Why are so many Afghan children living in Pakistan?

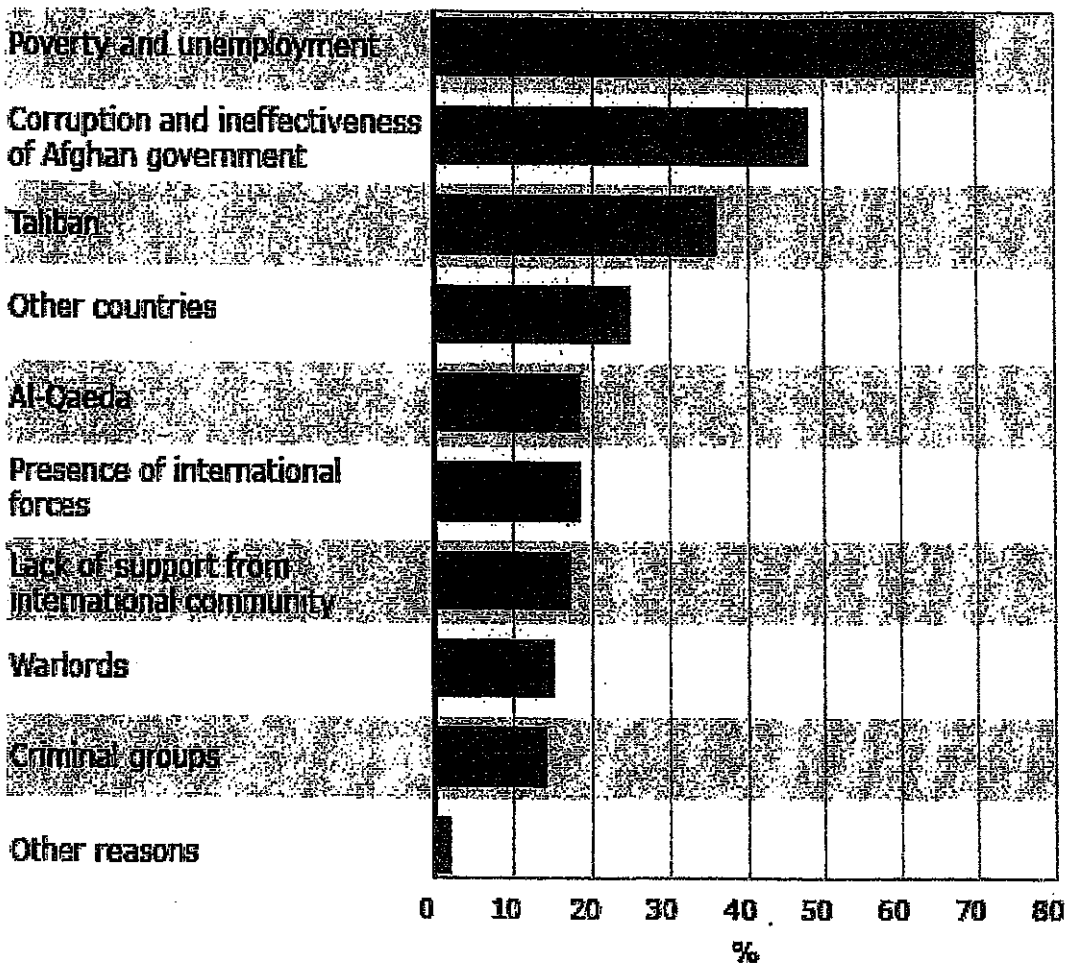
2. How do the Pakistani people feel about Afghanistan child refugees?

3. What are two reasons why many of these child refugees will not return to Afghanistan?

4. Based on your reading of *Shooting Kabul*, are these child refugees accurate in their thinking? Give an example from the book to support your answer.

DOCUMENT THREE

Where blame for the conflict lies Responses of 704 Afghan men and women



Source: Oxfam

Evaluate the above bar graph from OXFAM and consider the following questions.

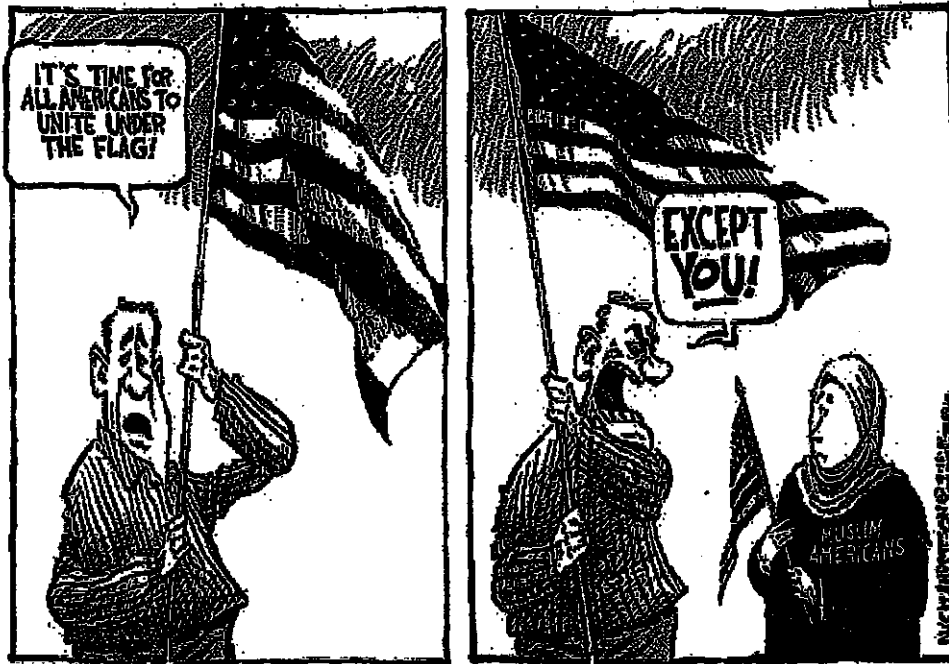
1. What is being measured by this graph?

2. Who was surveyed to get this information?

3. Which is the reason that Fadi's family left Afghanistan?

DOCUMENT FOUR: Political Cartoon

Source: Nick Anderson, Washington Post , 9-16-2001



1. Based on the date, what historical event makes the man in the picture want to "unite" the country?



2. How does the woman in the picture feel about being an American? _____

3. Why can't the man include the woman in his notion of being an American?



4. How does this relate to the experiences of the characters in the story?



Understanding Japanese Internment and Immigration Issues through Data-Based Documents

DIRECTIONS:

Each chart will show you factual information or opinions related to immigration. Look carefully at each chart, graph, table or cartoon, and then answer the questions.

DOCUMENT ONE

EXECUTIVE ORDER

- - - - -

AUTHORIZING THE SECRETARY OF WAR TO PRESCRIBE MILITARY AREAS

WHEREAS the successful prosecution of the war requires every possible protection against espionage and against sabotage to national-defense material, national-defense premises, and national-defense utilities as defined in Section 4, Act of April 20, 1918, 40 Stat. 533, as amended by the Act of November 30, 1940, 54 Stat. 1220, and the Act of August 21, 1941, 55 Stat. 655 (U. S. C., Title 50, Sec. 104):

NOW, THEREFORE, by virtue of the authority vested in me as President of the United States, and Commander in Chief of the Army and Navy, I hereby authorize and direct the Secretary of War, and the Military Commanders whom he may from time to time designate, whenever he or any designated Commander deems such action necessary or desirable, to prescribe military areas in such places and of such extent as he or the appropriate Military Commander may determine, from which any or all persons may be excluded, and with respect to which, the right of any person to enter, remain in, or leave shall be subject to whatever restrictions the Secretary of War or the appropriate Military

Executive Order 9066, February 19, 1942

Executive Order 9066, February 19, 1942; General Records of the United States Government; Record Group 11; National Archives.

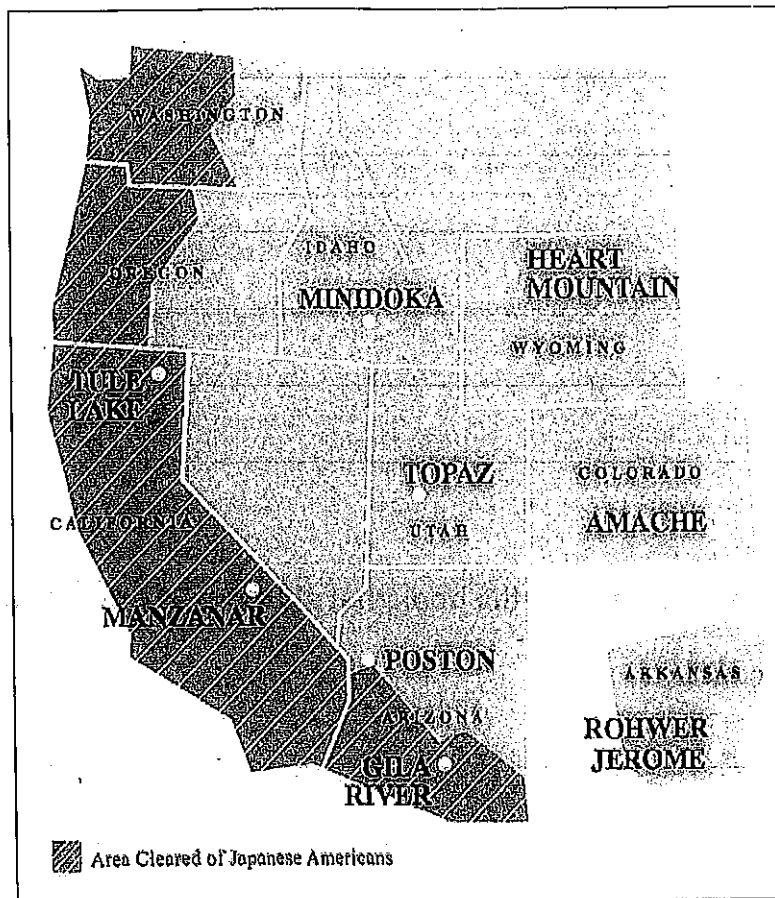
1. What did President Roosevelt's order authorize the Secretary of War to do?

2. According to President Roosevelt, what is *one* reason for the relocation of Japanese Americans?

3. How does this order relate to the FBI picking up Japanese-American fisherman in *Farewell to Manzanar*?

4. Give two different examples from the book that show how Order 9066 affected the Japanese-Americans:

DOCUMENT TWO



There were ten permanent mass detention camps built by the government for the purpose of detaining Japanese Americans and aliens expelled from the west Coast during World War II. The last center was closed in October 1946.

There were also a number of smaller detention centers where hundreds of other Japanese were incarcerated. Most of the persons in these camps were picked up by the FBI a few days after the Pearl Harbor attack. They were mostly leaders of Japanese chambers of commerce, farm associations, martial arts groups, prefecture associations, schoolteachers and Buddhist ministers.

Camp Location	Camp Population	Date Camp Opened
1. Amache, Colorado	7,318	August 27, 1942
2. Gila River, Arizona	13,348	July 20, 1942
3. Heart Mountain, Wyoming	10,767	August 12, 1942
4. Jerome, Arkansas	8,497	October 6, 1942
5. Manzanar, California	10,046	March 21, 1942
6. Minidoka, Idaho	9,397	August 10, 1942
7. Poston, Arizona	17,814	May 8, 1942
8. Rohwer, Arkansas	8,475	September 18, 1942
9. Topaz, Utah	8,130	September 11, 1942
10. Tule Lake, California	18,789	May 27, 1942

Source: *Japanese American Experience: A Lesson in American History*. 5th ed. San Francisco, CA: JACL National Headquarters, 1996. Print.

1. Pearl Harbor was attacked on December 7, 1941. When was the first internment camp opened and how many people would eventually populate that camp?

2. How did this quick opening and preparation of Manzanar create challenges for people like the Wakatsuki family? Give two examples.

3. What camp was the largest in population? What camp was the smallest in population? What was the camp population at Manzanar?

4. Give two examples from the book about difficulties that relate to overcrowding of camp population at Manzanar:

DOCUMENT THREE (PHOTOGRAPHS A, B, AND C)



Japanese Americans in Los Angeles boarding train for Manzanar.
Courtesy of the National Archives

PHOTOGRAPH A

1. What does Photograph A reveal?

2. What does Photograph A show about the way in which people prepared for this train ride? What might the people in the photograph have to cope with?

3. Give one example from the book which describes how difficult or easy this journey was and why:



Children at Sunday school class at Manzanar. 1943
Courtesy of the Library of Congress

PHOTOGRAPH B

1. What does Photograph B reveal?

2. What does Photograph B show about the way that children, like Jeanne might have to make adjustments to their new way of living as a result of moving to Manzanar?

3. Give one example from the book which describes how difficult or easy this adjustment was for Jeanne and why:



Mess hall at Manzanar. 1942
Courtesy of the National Archives

PHOTOGRAPH C

1. What does Photograph C reveal?

2. What does Photograph C show about the way that family life for people like the Wakatsuki family is different in Manzanar?

3. Give two examples from the book which describe how Mama, Jeanne and Papa adapt to new rituals and routines within the family:

DOCUMENT FOUR

That Damned Fence

They've sunk in posts deep into the ground,
They've strung wires all the way around.
With machine gun nests just over there,
And sentries and soldiers everywhere!
We're trapped like rats in a wired cage
To fret and fume with impotent rage;
Yonder whispers the lure of night
But that DAMNED FENCE assails our sight.
We seek the softness of the midnight air,
But that DAMNED FENCE in the floodlight glare
Awakens unrest in our nocturnal quest,
And mockingly laughs with vicious jest.
With nowhere to go and nothing to do,
We feel terrible, lonesome, and blue;
That DAMNED FENCE is driving us crazy,
Destroying our youth and making us lazy.
Imprisoned in here for a long, long time,
We know we're punished though we've committed no crime
Our thoughts are gloomy and enthusiasm damp,
To be locked up in a concentration camp.
Loyalty we know and patriotism we feel,
To sacrifice our utmost was our ideal.
To fight for our country, and die, mayhap;
Yet we're here because we happen to be a Jap.
We all love life, and our country best,
Our misfortune's to be here in the west;
To keep us penned behind that DAMNED FENCE
Is someone's notion of National Defense!!!

Anonymous

1. What does the poet compare the people inside the "damned fence" to?

2. According to the poem, what are the people inside being punished for? What damage does the "damned fence" cause?

3. According to the poem, how does living inside the “damned fence” create emotional and physical challenges for the people inside?

4. Pick one Wakatsuki family member and connect his or her emotional and physical challenges to those of the people described in the poem. Use a textual example to support this connection.

DOCUMENT FIVE

April 21, 1988

Senate Votes to Compensate Japanese-American Internees

By IRVIN MOLOTSKY, Special to the New York Times

WASHINGTON, April 20— Acting to redress what many Americans now regard as a historic injustice, the Senate today voted overwhelmingly to give \$20,000 and an apology to each of the Japanese-Americans who were driven from their homes and sent to internment camps in World War II.

The vote was 69 to 27 and followed an emotional debate. The bill's principal advocate, Senator Spark M. Matsunaga, a Japanese-American from Hawaii, almost wept as, recalling the suffering of internees, he related the story of an elderly man who crossed a fence to retrieve a ball for his grandchild and was machine-gunned to death.

The intensity of the debate, and Mr. Matsunaga's sorrow, seemed to symbolize the agony of conscience the nation has undergone over the internment issue - and the impossibility, despite the best intentions, of making more than a token apology now.

An estimated 60,000 of the 120,000 people interned are still alive. Those sent away as a result of an order issued by President Franklin D. Roosevelt in 1942 included 77,000 American citizens and 43,000 legal and illegal resident aliens. The last camp was closed in January 1946.

Under the legislation, \$500 million would be paid in the year starting next Oct. 1, with \$400 million paid the following year, then \$200 million, then \$100 million in each of the following two years.

The measure differs slightly from a bill approved by the House of Representatives, so it must go back to the House for renewed passage, which is expected quickly.

"The awards will be made on the basis of age," Senator Matsunaga said at a press conference after the vote. The elderly will be given their awards first, he said. "They are dying daily and weekly, so we have to take care of the elderly first," the Senator said.

Awards to Be Tax Free

Anyone who spent any time in an internment camp will be eligible for an award, which will be tax free. Awards will go only to those who were actually interned, not to the estates of internees who are dead.

Representative Norman Y. Mineta, Democrat of California and the sponsor of the House version, joined Senator Matsunaga at the press conference and predicted that the conflicting versions would be reconciled with little trouble.

The bill then would go to the White House, which has expressed modest opposition, leading its proponents to hope that President Reagan would sign it. A White House spokesman declined to state the President's intentions today.

Asked if he thought President Reagan would sign the measure, Senator Matsunaga said he was optimistic after talking with the White House chief of staff, Howard Baker. Some Conservative Opposition

Those voting in favor included senators of all sectors of the two parties. The opponents were largely conservative Republicans, though there were several exceptions, such as Senators Alan Simpson of Wyoming, Ted Stevens of Alaska and Orrin G. Hatch of Utah. The senators from New York, New Jersey and Connecticut all voted in favor.

Senator Matsunaga, a Democrat who was wounded twice after participating in the Anzio landing in Italy in World War II, said during the debate, "A stigma has haunted Japanese-Americans for the past 45 years."

After the attack on Pearl Harbor, Mr. Matsunaga was detained with other Japanese-Americans at Camp McCoy, Wis., although he was a second lieutenant in the Army and a company commander. He and other internees petitioned President Roosevelt to give them a chance to serve. They were allowed to form the 100th Infantry Battalion, which became one of the most highly decorated in American military history.

Mr. Matsunaga's Democratic colleague from Hawaii, Daniel K. Inouye, served in the 442d Infantry Regimental Combat Team, a group of Japanese-American enlisted men who served under white officers. He lost his right arm fighting in Italy and was awarded a Bronze Star and two Purple Hearts. Sorrow Across the Years

Tears rose in Mr. Matsunaga's eyes as he recalled the internment camp incident. As Mr. Matsunaga faltered, Senator Stevens came to his rescue while Senator Matsunaga regained his composure and sipped a glass of water.

Those interned in camps behind barbed wire, Senator Stevens said, were "people who had done no wrong at all." He told the Senate that the proposed compensation of \$20,000 for each surviving internee was appropriate.

The Senate defeated amendments offered by conservatives concerned about the measure's cost, which has been estimated at \$1.3 billion over five years.

The Reagan Administration has said it would support the bill if some modifications were made, such as excluding restitution to people who relocated, or sought relocation, in countries at war with the United States.

The Administration wants language to be clear that the payments are to go to living people only, and wants the payments spread out to \$125 million a year for 10 years.

In asking for the modifications, the Administration placed itself much closer to the bill's sponsors than to the White House's conservative allies in the Senate. 'Apology Is Way Overdue'

Senator Simpson, the Republican minority whip who voted for the bill, said, for example, "An apology is way overdue, but coupling it with money takes away some of the sincerity."

Senator Malcolm Wallop, also a Wyoming Republican but an opponent of the bill, said, "Honor cannot be purchased." He called the interment "the option of a nation in the first days of a war."

Another conservative opponent, Senator Jesse Helms, Republican of North Carolina, tried unsuccessfully to attach amendments barring the reparations and allowing them only if payments also were provided by Japan for the survivors of American servicemen killed in the attack on Pearl Harbor.

1. Why would Japanese-Americans be entitled to an apology based on this article?

2. Why is there a stigma that haunts Japanese-Americans who were placed in the camps? Find two examples from your book that relate to this kind of stigma?

Understanding Haitian Immigration through Data-Based Documents

DIRECTIONS:

Each chart will show you factual information or opinions related to immigration. Look carefully at each chart, graph, table or cartoon, and then answer the questions.

DOCUMENT ONE

Home » Migration Information Source

THE ONE PAGE JOURNAL / MIGRATION POLICY INSTITUTE
MIGRATION INFORMATION SOURCE
FRESH, GLOBAL, AUTHORITATIVE.

ADJUST FONT | PRINT | RSS | REPRINT PERMISSION

Like 54 Tweet Share 0 DShare 32

Haitian Immigrants in the United States

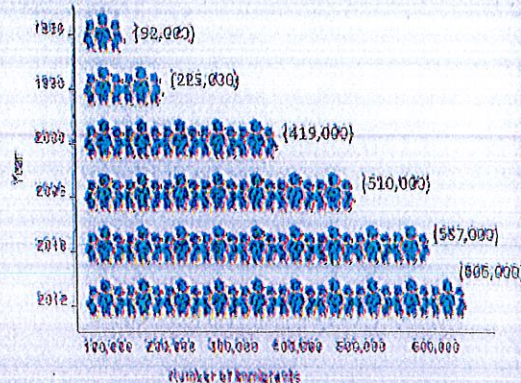
MAY 29, 2014 SPOTLIGHT | By Chiamaka Nwosu, Jeanne Batalova



Mysterypill/Flickr

Immigrants from Haiti represent a small but growing share of the total foreign-born population in the United States, tripling in number between 1990 and 2012. Haitian migration to the United States was very small several decades ago, with the population estimated at approximately 5,000 in 1960. Haitians began arriving in the United States in larger numbers after Haiti descended into chaos following the collapse of the Duvalier dictatorship in the late 1980s. The Haitian immigrant population stood at 606,000 in 2012, up from 200,000 in 1990; Haitians now constitute 1.5 percent of the total U.S. foreign-born population.

Figure 1. Haitian Immigrant Population in the United States, 1980-2012



Sources: Data from U.S. Census Bureau 2005, 2010, and 2012 American Community Surveys (ACS), and 1980, 1990, and 2000 Decennial Censuses.

1. According to the graph, during what decade did the population of Haitian immigrants in the United States experience the greatest increase? Explain what the total increase was:

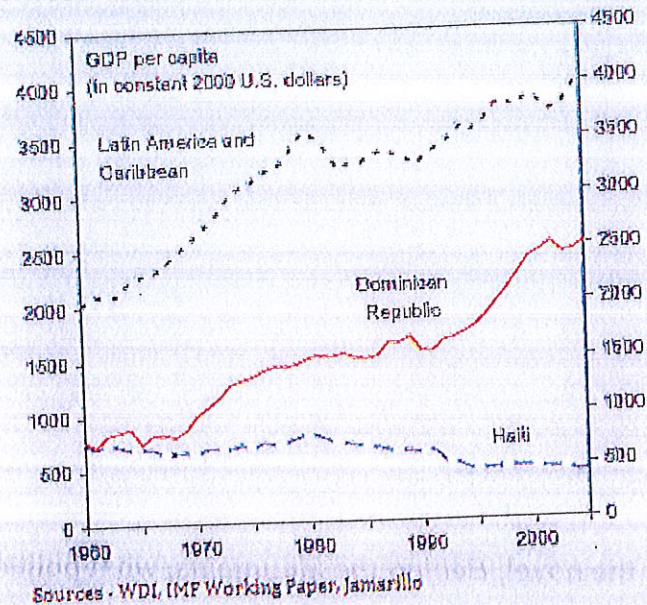
2. What happened in Haiti politically to cause such an increase in the U.S. Haitian immigration population in the late 1980s?

3. What decade did Celiane start to write in her journal? What was the population of Haitian immigrants in the United States during that year?

4. Based on the novel, *Behind the Mountains*, what political factors led to Celiane and her mother's decision to immigrate? Use a textual example to support your answer.

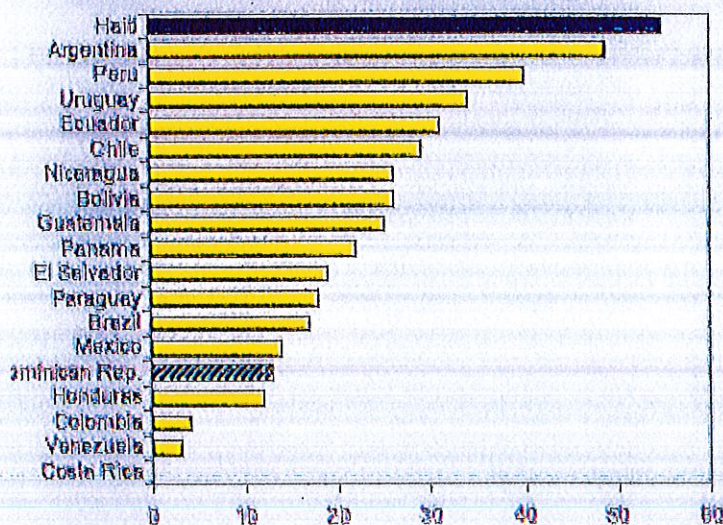
DOCUMENT TWO (Comparison of Gross Domestic Production Chart with Magnitude of Regime Changes Graph)

GDP per capita, and real GDP growth rates in Latin America, 1960-2005



Gross Domestic Product is a measure of economic growth. According to The World Factbook, "Haiti is currently the poorest country in the Western Hemisphere, with 80% of the population living under the \$1 US dollar a day poverty line and 54% in abject poverty."
<http://www.cia.gov/library/publications/the-world-factbook>

Magnitude of regime changes, 1970-2003
 (increase indicates more political instability)



Haiti's political instability and regime changes have hindered economic growth by causing the government to be incapable of implementing policies or even lasting long enough to devise economic policies. The amount of regime changes in Haiti over the last few decades were the greatest number in Latin America and South America; Argentina trailed Haiti's number of regime changes slightly with 50 compared to Haiti's 66 regime changes.

1. According to the GDP graph, what was the GDP in 1970 for Haiti? For the Dominican Republic? How many times less is Haiti GDP than Dominican Republic GDP in the year 1970? In 2000?

2. Based on the Regime Changes Chart, what political factors might have resulted in such low GDP for Haiti?

3. Use two textual examples from *Behind the Mountains* to show that Haitians like Celiane faced serious economic hardships in Haiti from 1970-2000:

4. Based on your reading, what forces other than poverty contributed to Haitian people suffering in their country?

Top Haitian Concentrations by Metropolitan Area

Miami-Fort Lauderdale-Pompano Beach, FL	197,000 (3.6%)
New York-Northern New Jersey-Long Island, NY-NJ-PA	156,000 (0.6%)
Boston-Cambridge-Quincy, MA-NH	42,000 (0.9%)
Orlando-Kissimmee-Sanford, FL	28,000 (1.3%)
Atlanta-Sandy Springs-Marietta, GA	14,000 (0.3%)
Philadelphia- Camden-Wilmington, PA-NJ-DE-MD	11,000 (0.2%)
Naples-Marco Island, FL	9,000 (2.7%)
Bridgeport-Stamford-Norwalk, CT	8,000 (0.6%)
Washington-Arlington-Alexandria, DC-VA-MD-WV	7,000 (0.1%)
Cape Coral-Fort Myers, FL	6,000 (1.0%)

Source: MPI tabulation of data from the U.S. Census Bureau pooled 2008-12 ACS.

11

1. What percentage of Haitian Immigrants went to Miami-Florida-Pompano Beach, Florida? What do you believe are two reasons why most immigrants settled there?

2. What percentage of Haitian immigrants went to New York-Northern New Jersey-Long Island, New York, New Jersey and Pennsylvania? What are two reasons why fewer immigrants settle there?

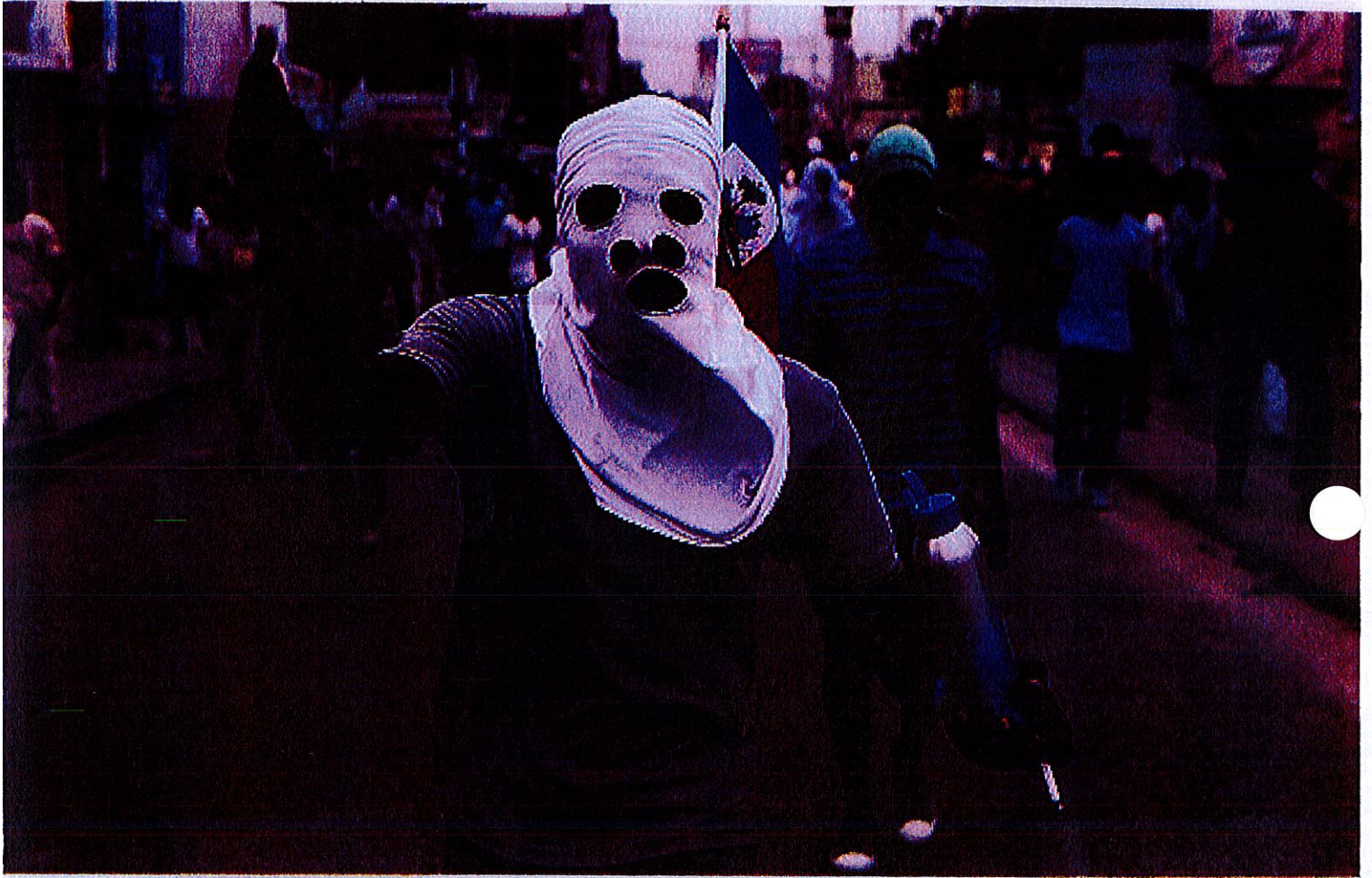
[illegible]

DOCUMENT FOUR

Haiti cancels presidential election as violence erupts

Runoff vote postponed indefinitely following widespread unrest and claims from opposition leader that the entire process is mired in fraud

Violence continues in the Haitian capital despite the cancellation of Sunday's election.



Photograph: Orlando Barria/EPA
Associated Press
Saturday 23 January 2016 00.13 EST

1. Based on the novel, *Behind the Mountains*, what is a reason why a country might cancel a presidential election?

2. Why might a person involved in a protest wear a mask in a country like Haiti?

3. Which of Celiane's personal experiences is related to the photograph?

DOCUMENT FIVE

Below is an article written by Ben Chapman for the Daily News on Saturday, June 12, 2010.

Young survivors of Haitian earthquake have hope, hardship adjusting to life in New York City

First they survived an earthquake. Now they're navigating the streets of New York. More than 600 children have come to the city from Haiti since the deadly quake in January - and for some it has not been an easy transition. Many of them live with poor relatives in cramped apartments. They share beds and cook on hot plates, trying to get used to the roaches and garbage, the busy streets, noise and crowds.

"I'm lost here ... I've got to make my own way," said Genevieve Pierre, 17, sent to Canarsie by her parents to live with her aunt, an NYPD dispatcher who works nights.

"One night I got off at the wrong train stop and ended up on Rockaway Parkway," said Genevieve, who attends the High School for Public Service in East Flatbush.

"A man on the street tried to grab me. I ran and ran and ran." The winter's frigid weather was brutal for the Haitian kids who are used to the island nation's tropical climate.

"It killed me," said Genevieve, of Port-au-Prince. "The cold wind just attacks you."

Most of the Haitian children who arrived since the earthquake have come to the U.S. under temporary visas with I-94 designations. The visas usually grant the kids six months in the U.S. before they have to be renewed, said Marilyn Pierre, director of the Haitian Family Resource Center in Crown Heights.

Like generations of immigrants before them, the city's newest and youngest are facing the challenge of having a whole new way of life thrust upon them. Many newcomers have trouble making friends.

"The kids in New York are wild. They make noise and talk in class," said Olivier Casimir, 16, who also attends Public Service High School. "I eat my lunch alone."

To be sure, many of the Haitian kids who have settled here are the lucky ones: Their parents had the financial means to put them on a plane and get them out of the crushing conditions left behind by the 7.0-magnitude earthquake. But that too has created adjustment problems.

"My house in Haiti was a very big house," said Jennifer Pascal, 9, who attends Public School 115 in Canarsie and now lives in a one-room basement apartment in her aunt's Canarsie house. There's no kitchen and her aunt uses a tiny hot plate for cooking.

"We have almost nothing," said Jennifer, who shares a bed with her mother and her younger brother. "There are roaches on the floor."

The Education Department has registered 624 Haitian children at city schools since the earthquake. More than two-thirds of them are in Brooklyn, and nearly a third in Queens.

The kids, especially the little ones, say their new schools are much bigger and more complex than the ones they left.

Cassandra Felix, 8, started crying on her second day at PS 115 in Canarsie because she couldn't find her classes or the bathrooms. "In Haiti, we had just a few rooms," she said. "It's easy to get lost here."

The kids from Haiti know they are lucky to have escaped.

"I'm focused on doing well in school and becoming a dentist, more than ever," Genevieve said. "The earthquake and moving to Brooklyn are a setback. But I have to do well to improve my life. It's all on me now."

1. How does this article relate to Celiane's personal experiences?

2. Why might a person leaving Haiti chose to avoid New York?

Understanding Kosovo Immigration through Data-Based Documents

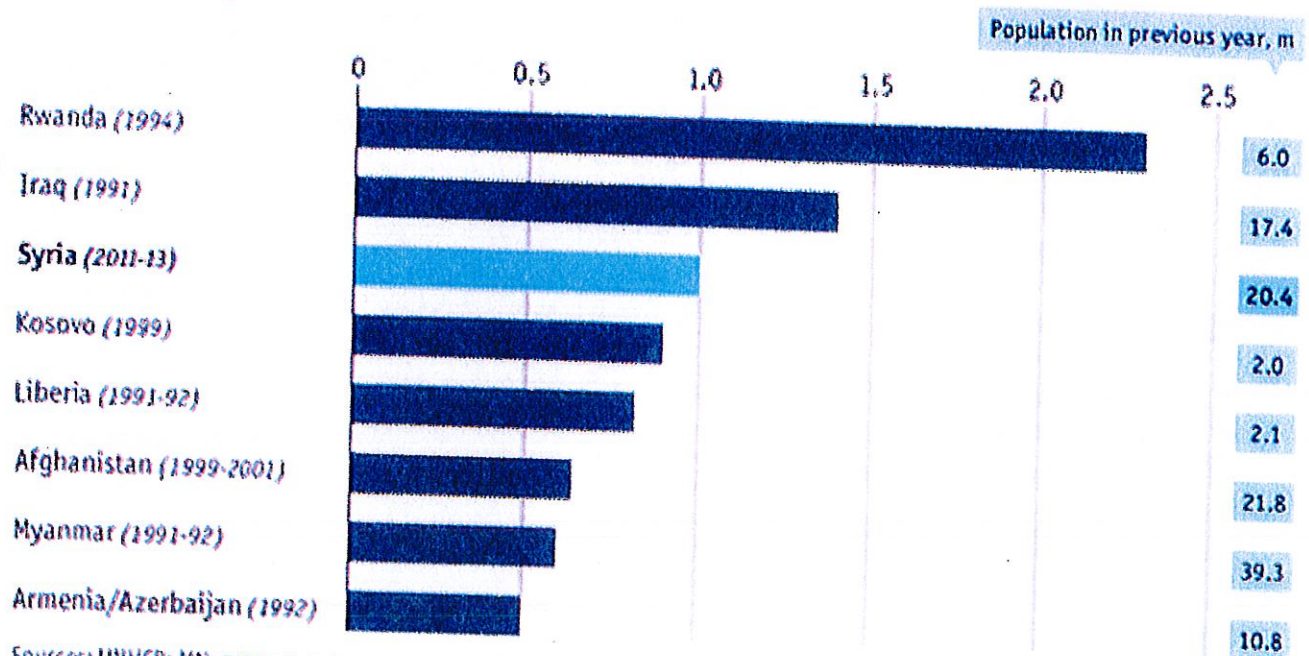
DIRECTIONS:

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DOCUMENT ONE

Refugees displaced by war

Selected conflicts, m



Sources: UNHCR; UN; press reports

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Evaluate the above bar graph published by *The Economist*.

1. How many refugees were displaced by war from Kosovo?

2. What year was the refugee population measured from Kosovo?

3. How does the refugee population from Kosovo in the years 1999-2001

compare to the refugee population from Afghanistan?

4. Give two textual examples from *The Day of the Pelican* that relate to this large number of Kosovo refugees who were displaced by war:

DOCUMENT TWO

The situation in Kosovo, Resolution 1199 (1998) Adopted by the U.N. Security Council at its 3930th meeting, on 23 September 1998

Gravely concerned at the recent intense fighting in Kosovo and in particular the excessive and indiscriminate use of force by Serbian security forces and the Yugoslav Army which have resulted in numerous civilian casualties and, according to the estimate of the Secretary-General, the displacement of over 230,000 persons from their homes...

Reaffirming the right of all refugees and displaced persons to return to their homes in safety, and underlining the responsibility of the Federal Republic of Yugoslavia for creating the conditions which allow them to do so,

Acting under Chapter VII of the Charter of the United Nations,

- 1. Demands that all parties, groups and individuals immediately cease hostilities and maintain a ceasefire in Kosovo, Federal Republic of Yugoslavia, which would enhance the prospects for a meaningful dialogue between the authorities of the Federal Republic of Yugoslavia and the Kosovo Albanian leadership and reduce the risks of a humanitarian catastrophe;*
- 2. Demands also that the authorities of the Federal Republic of Yugoslavia and the Kosovo Albanian leadership take immediate steps to improve the humanitarian situation and to avert the impending humanitarian catastrophe;*
- 3. Calls upon the authorities in the Federal Republic of Yugoslavia and the Kosovo Albanian leadership to enter immediately into a meaningful dialogue without preconditions and with international involvement, and to a clear timetable, leading to an end of the crisis and to a negotiated political solution to the issue of Kosovo, and welcomes the current efforts aimed at facilitating such a dialogue;*
 - (a) cease all action by the security forces affecting the civilian population and order the withdrawal of security units used for civilian repression.....*
- 16. Decides, should the concrete measures demanded in this resolution and resolution 1160 (1998) not be taken, to consider further action and additional measures to maintain or restore peace and stability in the region;*

Evaluate the above resolution by the United Nations Security Council.

1. What is the United Nations Security Council demanding that the people of Kosovo do to stop the fighting?

2. Which side of the battle does the United Nations seem to be more sympathetic to? What words show the bias of the United Nations?

3. Based on your reading of *The Day of the Pelican*, which group(s) do you believe should receive the protection of the United Nations Security Council?

Why? Give two examples from the text to support your answer.

4. What do you believe the “further action and additional measures” could be that are referred to in the resolution?

DOCUMENT THREE



Consider the above cartoon by Adrian Raeside from 1999. Evaluate its opinion.

1. What is the fire in Kosovo a symbol of?

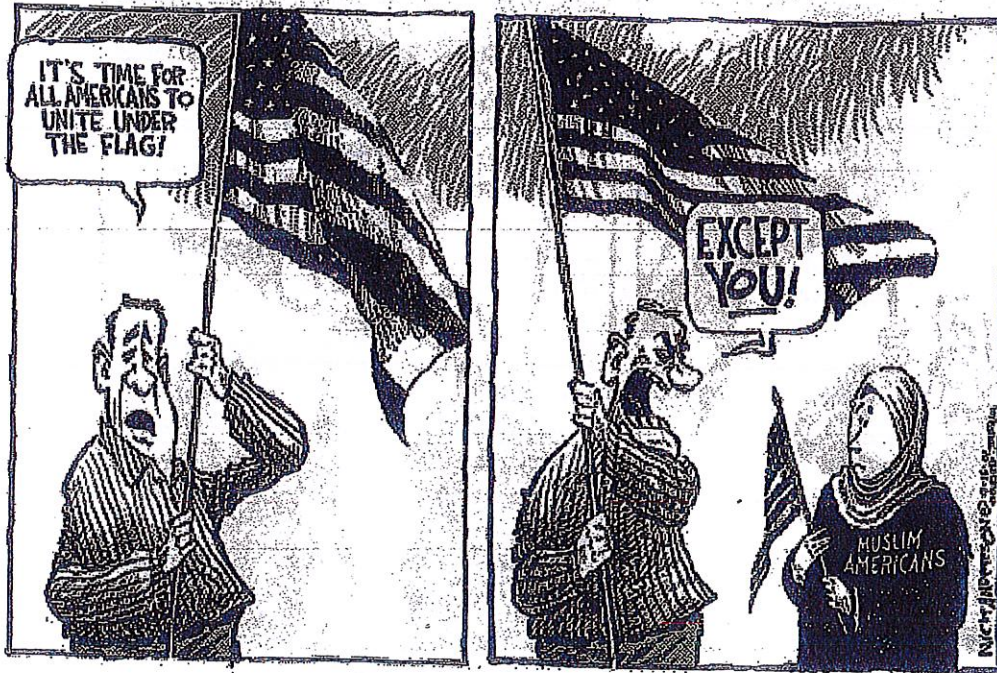
2. Who are the firemen coming to rescue?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be from a notebook or a standard sheet of stationery. There is no handwriting or other markings on the page.

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly aged or off-white appearance. There is no handwriting or other markings on the page.

DOCUMENT FOUR: Political Cartoon

Source: Nick Anderson, Washington Post , 9-16-2001



1. Based on the date, what historical event makes the man in the picture want to "unite" the country?

2. How does the woman in the picture feel about being an American? _____

3. Why can't the man include the woman in his notion of being an American?

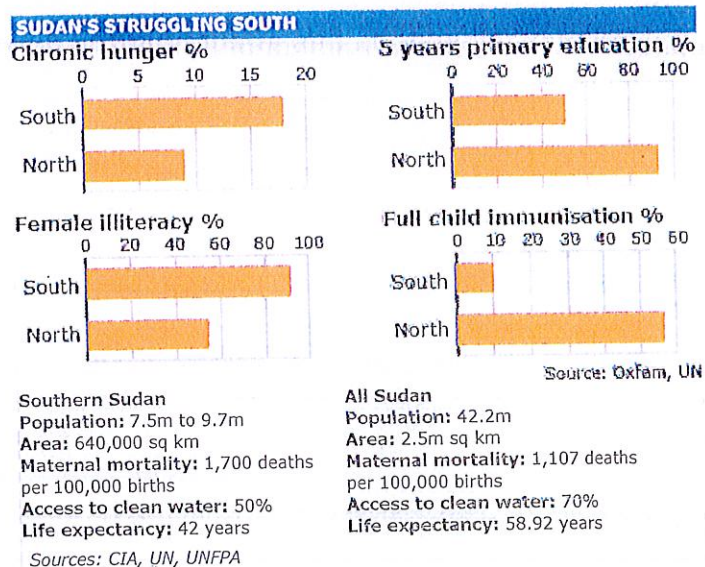
4. How does this relate to the experiences of the characters in the story?

Understanding Southern Sudanese Immigration through Data-Based Documents

DIRECTIONS:

Each chart will show you factual information or opinions related to immigration. Look carefully at each chart, graph, table or cartoon, and then answer the questions.

DOCUMENT ONE



1. According to the graphs, what group of Sudanese suffer from more hunger?

2. What is “child immunisation”? How does this affect children’s health?

3. What group of Sudanese people are highly illiterate?

4. If these responses accurately reflect the time period of *The Good Braider*, what challenges do Viola and her family face in Southern Sudan?

[illegible]

5. Use two examples from the book to connect to the challenges that are depicted in the graph for people in Southern Sudan.

[illegible]

DOCUMENT TWO

Awad's Story, South Sudan

For 15 gruelling days, he carried both his elderly mother and his daughter Zainab on his back.



Photo by UNHCR/B. Sokol/2012

When fighting erupted in Kormaganza, Blue Nile state, in September last year, 80-year-old Dawa Musa's family decided to flee to the neighbouring village of Mafot. Dawa was too frail to make the two-day journey by foot, so her son, Awad Kutuk Tungud, hid her in the bush for three days while he moved his wife, Alahia, and nine children to safety. Awad returned for his mother and carried her to Mafot, where the family remained in relative safety for several months – until artillery began shelling the village.

Awad again fled with his family – this time across the border to South Sudan. For 15 gruelling days, he carried both his elderly mother and his daughter Zainab on his back, until they reached the border crossing at Al Fudj in February. UNHCR transported the family to Jamam refugee camp in South Sudan's Upper Nile state. They lived in safety for seven months until heavy rains caused flooding, making it difficult for UNHCR to bring clean water to the camp and bringing the threat of highly contagious waterborne diseases.

UNHCR set up a new camp in Gendrassa, located 55 kilometres from Jamam and on higher ground, and began the relocation of 56,000 people to the new camp. Among them were Awad and his family. Awad carried his mother once again, but this time it was to their new tent in Gendrassa camp. Awad has plans to begin farming. *"Come back in three months," he said, "and there will be maize growing."*

About UNHCR

UNHCR, the UN refugee agency, protects and assists people fleeing conflict or violence. In the past 60 years we have helped tens of millions of vulnerable people find refuge. With your support we can help many more.

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1. What are two of Dawa Musa's family's greatest challenges?

2. Who does Awad have to carry and why?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

3. Why does the UNHCR share this story? What is the role of the UNHCR in global immigration?

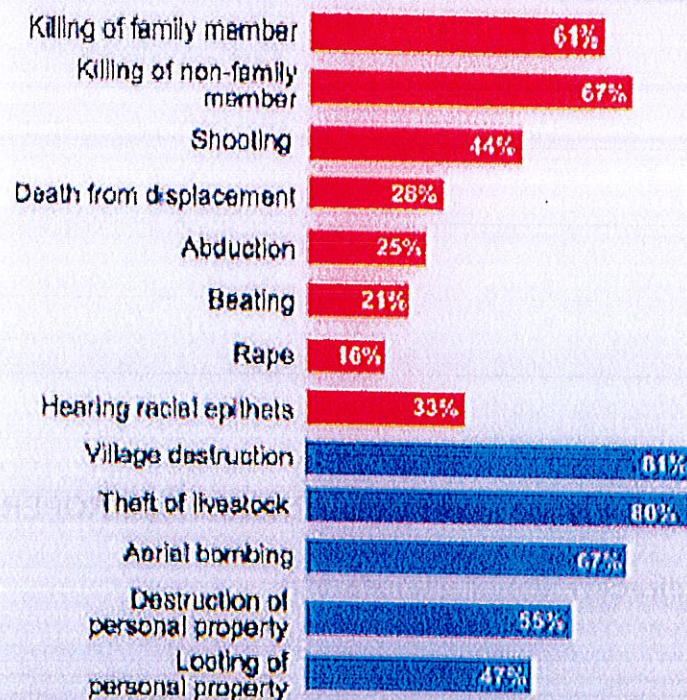
4. What connection does this article have to the challenges that Viola and her family face in *The Good Braider*? Use two textual examples to support this connection.

DOCUMENT THREE

Darfur Refugees Report Numerous Acts of Violence*

Chart 1

Percent witnessing or experiencing the following:



*Reported atrocities were included in the data set only if the respondent directly witnessed the event. For the purposes of this study, a respondent is considered to have "directly witnessed" an atrocity if she or he was an eyewitness to the event, visually confirmed the death of victims, or, in cases of rape, was directly told about the atrocity by the victim. Hearsay accounts were excluded from the data set.

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1. What is an atrocity?

2. Based on the graph, what is the act of violence AGAINST AN INDIVIDUAL that more people report being a direct victim or witness of?

3. Based on the graph, what is the act of violence AGAINST PROPERTY that more people report being a direct victim or witness of?

4. Based on the graph, what is the percentage of people who report being a victim or witness of rape?

5. Using your own knowledge and common sense and the information from *The Good Braider*, is there a reasonable basis to conclude that the RAPE number is inaccurate? Why or why not? Give an example to support your answer.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

DOCUMENT FOUR



Source: <http://pambazuka.org/en/category/cartoons/748870>.

Pambazuka News.

1. Describe what you see in this political cartoon.

2. What do you think that the cartoonist is saying? What is the message?

[illegible]

